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ABSTRACT

An overview of the basic system of education in Tunisia is presented in this booklet. Since Tunisia's independence in 1956, the government has emphasized the role of education as a major factor in building a modern nation. The educational system in Tunisia is based on both the nation's own rich cultural background and also on the linguistic and pedagogical heritage obtained from France during the French Protectorate (1880-1956). Tunisia's leaders are committed to attaining universal primary education, providing educational opportunity to all levels of society, and eradicating illiteracy. Today the system is organized into a 6-year primary cycle and a secondary cycle that includes academic, technical, and vocational programs of varying lengths. The structure, control, language of instruction, grading system, academic calendar, legal basis, administration, and financing of the system are discussed. Special emphasis is given to the description of programs for primary education, secondary and vocational education, teacher education, and higher education. Current plans for the future, a selected glossary of terms, and a selected reading list are also included. (Author/DE)

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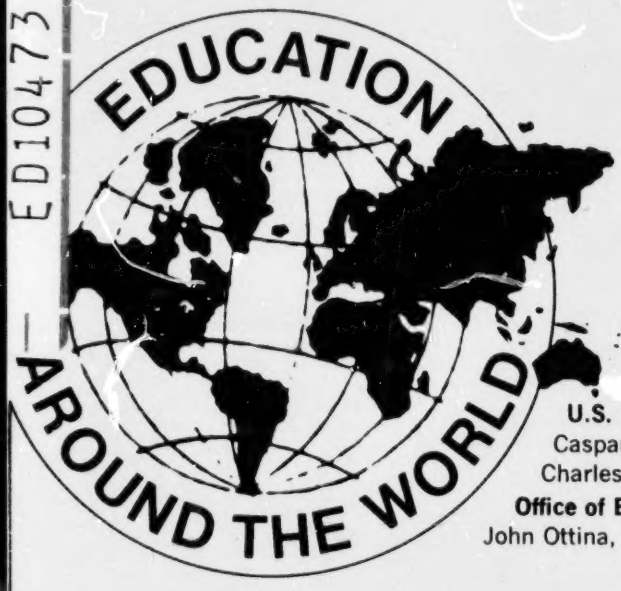

The Educational System of

TUNISIA

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*
Charles B. Saunders, Jr., *Acting Assistant Secretary for Education*
Office of Education
John Ottina, *Commissioner*

THE COUNTRY AND THE PEOPLE

Location: Northern coast of Africa; bordered on the north and east by the Mediterranean Sea, on the east and south by Libya, on the west by Algeria.

Size: Approximately 63,400 square miles.

Major Subdivisions: 13 *gouvernorats* (provinces).

Official Language: Arabic; French spoken as a second language by approximately 45 percent of the population and used widely in government, business, and education; Berber spoken by approximately 1 percent.

Population: 5.1 million (1971 estimate).

People: 97 percent Arab, Berber, or mixture; small European minority.

Literacy Rate: 30 percent (1970 estimate).

Religion: More than 95 percent Muslim; small Christian and Jewish minorities.

THE BASIC SYSTEM

History

Since Tunisia's independence in 1956, the Government has emphasized the role of education as a major factor in building a modern nation, and its leaders have committed themselves to attaining universal primary education, providing educational opportunity to all levels of society, and eradicating illiteracy.

Education in Tunisia today is based both on the nation's own rich cultural background and also on the linguistic and pedagogical heritage from France during the long period of the French Protectorate (1880–1956).

Tunisia is steeped in the religious and cultural heritage of Islam, a heritage in which learning has traditionally been accorded a place of respect in society. Until the latter half of the 19th century, however, education was primarily religious, with instruction in the Quran (Koran) offered in *kuttabs*.[1] For those who wished to continue their religious education at a higher level, there was the Zitouna mosque-university. By the latter half of the 19th century, increasing contact with the Western World had resulted in a growing awareness of Western ideas and technology and their role in development. This awareness was reflected in the curriculum of Sadiqi College, established in 1875. Representing an attempt to combine modern subjects taught by Westerners with traditional

[1] *Kuttabs* were religious schools where pupils, generally aged 5 through 16, memorized the Quran and were taught Islamic traditions, and, in some cases, elementary reading and writing.

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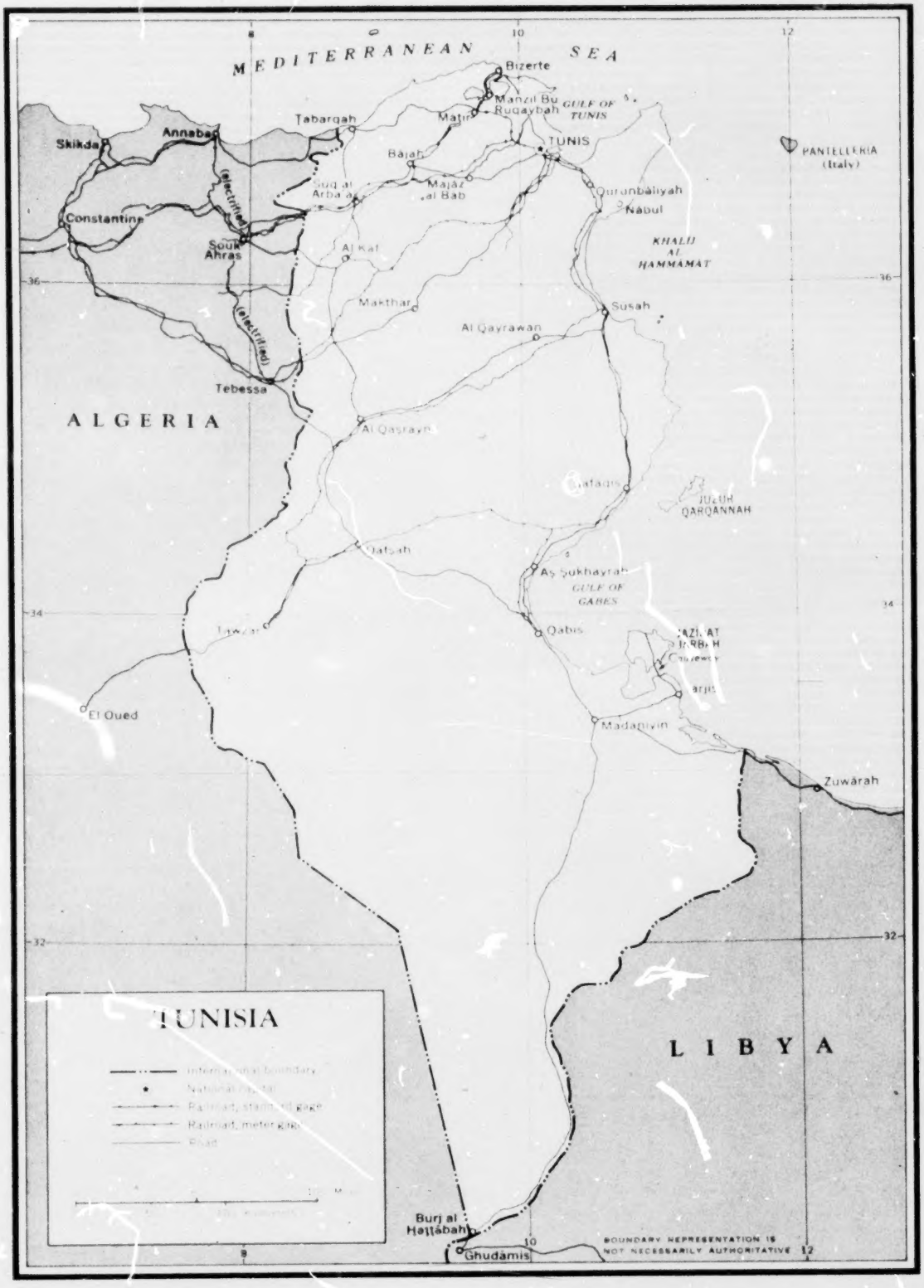

Tunisia: 1971

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Islamic studies, Sadiqi College offered a program that included mathematics, science, and geography, in addition to religious subjects.

From 1880 to 1956.—During the French Protectorate (1880–1956), schools identical to those in France were set up for and primarily attended by children of European (chiefly French) settlers. Parallel to these, a system of Franco-Arabic schools developed that offered essentially French education with the addition of Islamic studies and Arabic. This system later served as the model for the school system of independent Tunisia. There were also two types of Quranic (religious) schools: (1) Those that had added some modern subjects to the basic curriculum of Islamic studies, and (2) those that had maintained the traditional curriculum without adding modern studies. The Franco-Arabic and the Quranic schools were attended primarily by Tunisian Muslim children. By the end of the Protectorate, however, only a small percentage of Tunisian children were attending primary and secondary schools.[2]

From independence to 1967.—Education, to the leaders of independent Tunisia, was a means of creating an indigenous supply of manpower trained in the skills and specialties needed to build and run a modern nation. It was also a means of developing an enlightened citizenry, modern in thought and viewpoint and receptive to new ideas of progress and social reform. Establishing a modern education system, to which all Tunisians would have access, thus became a matter of high priority.

Soon after independence in 1956, therefore, a technical committee addressed itself to the specific tasks of unifying the existing educational structure, "renationalizing" the content of the curriculum, adapting it to the Tunisian context and to the goals and needs of the country, and extending it vertically and horizontally. The work of this committee resulted in the Education Reform Law of 1958, which integrated the various types of schools into a unified national school system, modeled on the Franco-Arab schools and placed under the jurisdiction of a Ministry of National Education. It also extended educational opportunity to all social classes, and made education free at every level. A uniform curriculum was developed for both primary and secondary schools that included greater emphasis on Arabic language and literature, Islamic religion and thought, and the history and geography of Tunisia and the Arab World.

Under the Law of 1958 the system was organized to begin with a 6-year primary cycle which was to be followed either by a 6-year academic secondary cycle leading to a baccalaureate or a technical diploma, or by a 3-year terminal cycle (intermediate school, or *collège moyen*) that would provide practical training in addition to academic study. Instruction during the first 2 years at the primary level was to be entirely in Arabic; the study of the French language was begun in the third year; and French became the language of instruction for certain subjects in the fourth year.

Entrance into either type of secondary program was based on results in a competitive entrance examination, with a third of those who continued at the secondary level directed into the intermediate program. The goals of the academic secondary program were to provide a general education, to train middle-level personnel, and to prepare students for higher level study. The *collège moyen*, a new creation of the 1958 reform, provided students with special skill training as well as general education, thus enabling them—theoretically, at least—to be absorbed into the economy in a comparatively short time.

The baccalaureate program was made up of two 3-year cycles. In the first cycle students followed a uniform first-year curriculum, and then were directed toward more specialized study for the second and third years. The second cycle included a general program, an economics program, and an industrial program. The general program was made up of the following specializations leading to a baccalaureate: Modern languages (including both Arabic and modern foreign languages), classical languages, sciences, or mathematics. In addition, the general program included a 6-year normal school course following immediately after the primary cycle and leading to a diploma. The economics program included an economics section leading to a baccalaureate and a commercial section leading to a diploma. Students in the industrial program could follow a specialization either in technical mathematics leading to a baccalaureate or in industrial studies. In the latter case a diploma in industrial studies (*brevet d' enseignement industriel*) was awarded after the fifth year, and a diploma of technician (*brevet de technicien*), after the sixth year.

The intermediate (or middle) school included general, industrial, and commercial sections, leading to a middle school diploma.

[2] According to Leon Carl Brown, in 1955 only 26 percent of all primary school-age children and 3 percent of all secondary school-age children were attending school. See Leon Carl Brown. "Tunisia." *Education and Political Development*. James Coleman, ed. Princeton University Press, 1965.

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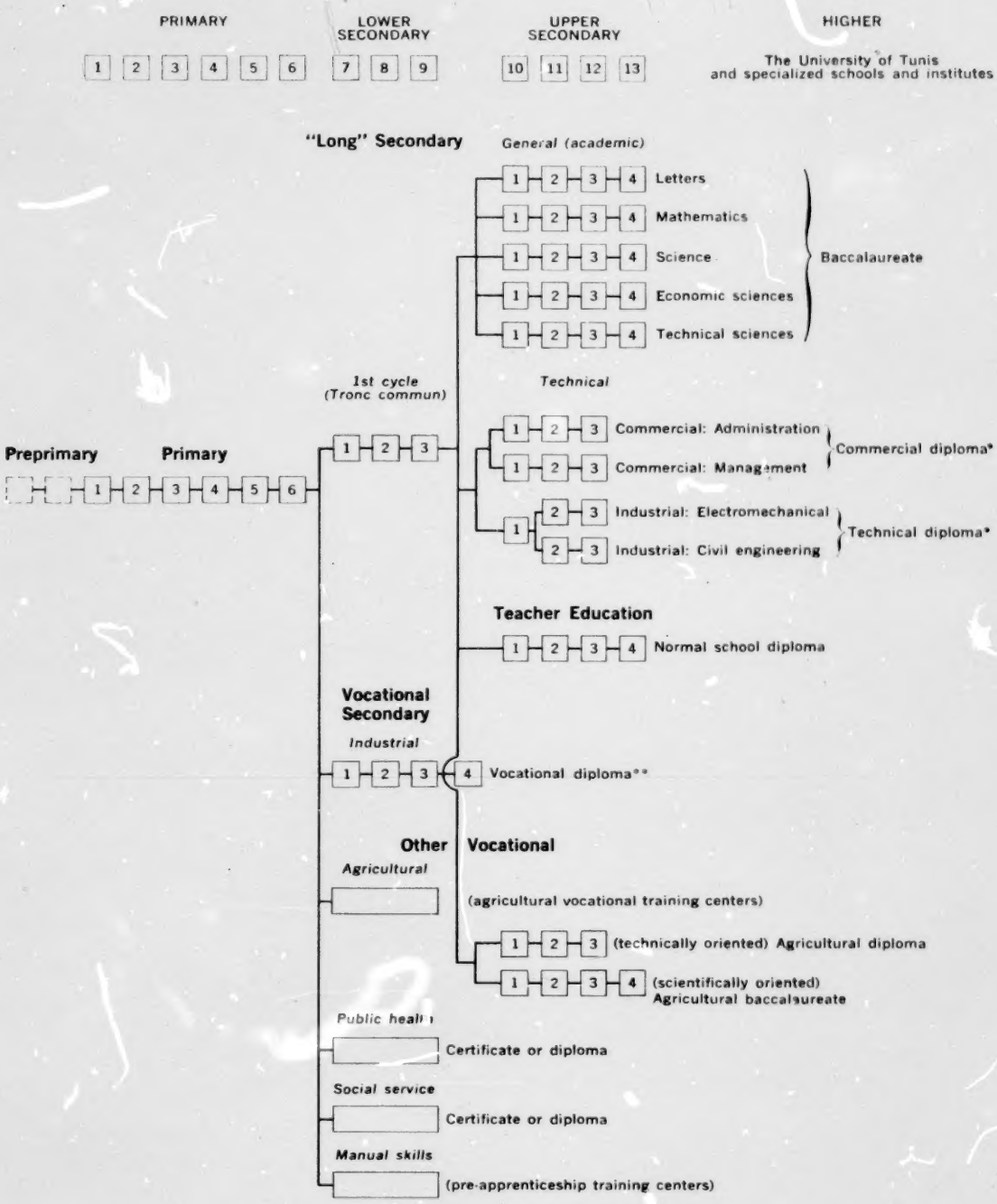
Structure of the Tunisian Educational System



*In exceptional cases student may enter final year of one of the 7-year secondary programs and complete study for the baccalaureate.

**Exceptional students may be permitted to complete the final cycle in either the commercial or the industrial "long" 6-year secondary program.

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Agricultural secondary education was offered at the middle level in *collèges moyens d'agriculture*, and at the upper secondary level in *collèges secondaires d'agriculture*, each of which offered a 3-year program.

In that same year (1958), a 10-year plan for education was announced that set the trend and pace of educational development during the decade to follow. It assessed the specific requirements of education in terms of personnel and facilities, projected costs, and called for implementation of universal primary education within the 10-year period.

Since 1967.—Various special commissions and committees appointed to analyze the education system have introduced a number of reforms, primarily affecting the secondary level, with the aim of making education more responsive to the country's economic and social needs.[3]

Structure

The education system in Tunisia today, administered centrally under the Ministry of National Education, is organized into a 6-year primary cycle and a secondary cycle that includes academic, technical, and vocational programs of varying lengths. A few private preprimary schools, open to children aged 4 to 6, are found in the major urban areas.

Primary and secondary schools may be for boys exclusively, girls exclusively, or both. Since 1968 there has been an increasing emphasis on coeducation, particularly at the primary level.

In the "long" secondary program (*l'enseignement secondaire long*), all students in either the 7-year academic course or the 6-year technical course complete a uniform 3-year first cycle (*tronc commun*) before specializing in one of a number of academic or technical fields. In the vocational secondary program (*l'enseignement secondaire professional*), students (immediately after the primary cycle) receive 4 years of training in one of a number of specialized skills.

Also offered at the secondary level are teacher training, agricultural education, and other training programs. In addition, training in agriculture and various trades is available in special training centers for primary school graduates.

Higher education is offered in the various faculties, attached schools, and institutes of the University of Tunis, and in a number of other specialized institutions. A number of Tunisians are sent abroad, primarily to France, to continue their education at the higher level.

Ministries other than the Ministry of National Education (chiefly of Agriculture; Youth, Sports, and Social Affairs; Cultural Affairs and Information; and Public Health) have established their own specialized educational institutions.

The Government also provides schools for children who are handicapped.

Control

Tunisian schools may be either public (state) or private. The establishment of a private school must be approved by the Ministry of National Education; and all private schools must follow Ministry regulations regarding curriculums and staffing. Private schools, most of which are operated by religious organizations, are relatively few in number and are located principally in the capital city of Tunis. A number of French primary and secondary schools are run by the *Mission Universitaire et Culturelle Française* (MUCF), a section of the French Embassy. Although these schools were established chiefly for children of French nationals, Tunisians make up a significant percentage of the school's enrollment.

Literacy and Adult Education

Because expansion of the education system has taken place only in the last 15 years, a large percentage of the adult population is still illiterate.[4] Soon after independence, an Institute of Adult Education was established as part of the Government's campaign to reduce illiteracy. This Institute (now a part of the Ministry of Cultural Affairs and Information) has established a number of literacy training and social education centers throughout the country. Literacy classes are also provided by businesses for employees, by the armed forces, and by the National Union of Tunisian Women.

A new and promising development in the campaign against illiteracy is the use of television programs designed to teach basic literacy and

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[3] For a more detailed step-by-step discussion of these changes, the reader is referred to Bechir Chourou. *Education and Independence in a Developing Country. The Case of Tunisia.* Northwestern University: School of Education, International TTT Project, 1973.

[4] As late as 1968, the rate of adult illiteracy was estimated at 70 percent for men and 90 percent for women. See: U.S. Department of Defense, Department of the Army. *Area Handbook for the Republic of Tunisia.* DA Pamphlet 550–89. 1970.

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skills and subjects such as history and geography, family planning, and basic accounting. To make educational television even more effective, the Institute of Educational Television, operating in cooperation with a number of concerned ministries, is now working on a long-range program under the guidance of UNESCO and with the financial assistance of the Swedish International Development Agency.

Language of Instruction

The school system today operates on a bilingual basis, with both French and Arabic as languages of instruction. At an early stage a decision was made to retain the large number of foreign (primarily French) teachers in the Tunisian schools, and (with them) French as a language of instruction. A large number of French nationals still teach at the secondary and higher education levels.

Instruction in the first year of the primary school is entirely in Arabic. The study of the French language is introduced in the second year, and the curriculum beyond this year employs both French and Arabic as languages of instruction.

During the second and third years of primary education, 15 of the 25 hours per week of instruction are offered in Arabic, with the remaining 10 in French. In the fourth through the sixth years, this proportion is reversed, with 15 hours in French and 10 hours in Arabic. At the secondary level, approximately one-half to three-fourths of the instruction is in French, the proportion varying with the program.

Generally French is used for mathematics, science, technical subjects, and French and European languages and literature. Arabic is used in Islamic studies, Arabic language and literature, and the history and geography of Tunisia and the Arab World.

Instruction at the higher level is offered primarily in French, although certain faculties and other institutions do use Arabic. Chief among these are the following: The Faculty of Theology; the Department of Arabic Law in the Faculty of Law, Economics, and Political Science; the Department of Arabic Language and Literature in the Faculty of Letters and Human Sciences; and those sections of the *Ecole Nationale des Professeurs Adjoints* and the *Ecole Normale Supérieure* that prepare teachers to instruct in Arabic.

[*] As a result of present planning, which calls for increased emphasis on Arabic in the primary school, there may be some changes in use of language in the curriculum.

Although one of the educational goals is to "Arabicize" the system by offering all instruction in the native language, it appears that, as long as Tunisia continues to rely on French teachers to supplement its own teaching staff, education will continue to be offered on a bilingual basis.

Grading System

The Tunisian grading system, modeled after the French, is based on a scale of 0 to 20, with 10 (often written as 10/20, indicating 10 out of a possible 20) as a minimum passing mark. The grades are categorized as follows:

16–20 Très bien
14–15 Bien
12–13 Assez bien
10–11 Passable

Generally, students failing to obtain a grade of 10 or above on the final examination in June may retake it the following October.

The Higher Institute of Management (*Institut Supérieur du Gestion des Enterprises*) grades by a scale of "A" through "D." The students are required to maintain an overall average of "B."

Academic Calendar

The academic year, divided into three terms at the elementary and secondary levels, runs from October 1 through June 30, although in the southern part of the country, where the weather is considerably hotter, schools may close in the middle of June. Students attend school morning and afternoon Monday through Thursday, and generally on Friday and Saturday mornings with variation dependent upon the particular program of study.

In certain areas primary schools operate on a double-shift basis to compensate for shortages in education facilities.

Legal Basis

The education system is based primarily on Law 58–118 of November 4, 1958, which, under its various articles, outlined the structure of the education system; specified that education should be available to all regardless of race, sex, religion, or social status; declared that it should be free at all levels; and laid down conditions for establishing private schools. The system has been modified

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several times since 1967, primarily by restructuring the secondary level.

Primary education received more specific attention under Decree 61-14 of January 3, 1961, and an order of May 3, 1963. Decree 63-187 of April 1, 1963, and orders of April 14, 18, and 25, 1970, are among those concerned with the various types of secondary education. Agricultural education was reorganized by Law 59-97 of April 20, 1959, and revised by Law No. 72-66 of August 1, 1972.

Numerous laws, decrees, and orders have dealt with establishment and organization of institutions of higher education. Tunisian education legislation (together with all other legislation) can be read in its complete form in the *Journal Officiel de la République Tunisienne.*

Administration

The Ministry of National Education is responsible for all educational matters, including supervision and control of educational institutions (except those sponsored by other ministries and the autonomous University of Tunis). The Ministry determines operating procedures for all schools, and approves curriculums and textbooks. At the provincial level the Governors supervise the schools' day-to-day operation and report on educational matters to the Ministry of National Education.

The Minister is assisted by a Director General who serves as Counsel to the Minister. The Ministry includes Directorates for Primary Education, Secondary Education, Higher Education and Scientific Research, Pedagogic Orientation, Statistics and Planning, and External Relations; the latter has responsibility for matters involving other countries or international organizations. In 1969 the *Institut des Sciences de l'Education* was created to undertake pedagogical research on specific educational problem areas. The Ministry's *Centre National Pédagogique* issues the *Revue Pédagogique,* which contains articles in both Arabic and French. The Center also makes available other education publications and materials.

In addition to the Ministry of National Education, the National Office of Vocational Training and Employment, under the Ministry of Youth, Sports, and Social Affairs, with assistance from UNICEF, operates a system of pre-apprenticeship training centers that offer basic vocational training to primary school graduates. The same ministry sponsors a number of regional and local Social Action Centers that train women in basic literacy and child and family care. Established by the Union of Tunisian Women, these centers are now operated by the Ministry of Youth, Sports, and Social Affairs with financial assistance from UNESCO.

Most literacy training and adult education (as discussed previously) come under the purview of the Ministry of Cultural Affairs and Information through its Institute of Adult Education.

Financing

Public education is free at every level. The Central Government provides funds for building, maintaining, and operating educational institutions. (Funds for operation include teachers' salaries.) Some local assistance is provided for school construction. The Government also finances school supplies, clothing, and meals to children of the indigent. Private schools are supported chiefly by their sponsoring organizations and attendance fees, with some assistance from the Government.

Tunisia's commitment to education has been underscored by its continuing significant financial support of education. In 1973 the education budget totaled 63,664,000 dinars,[6] an amount approximating 8.3 percent of the country's Gross National Product (GNP). The education management budget is approximately 27.1 percent of the national management budget; and the education equipment budget, 6.7 percent of the national equipment budget.[7]

In addition to standard educational expenses (buildings, teachers, equipment, etc.), the Government offers a generous program of scholarships and financial assistance to needy students as a means of democratizing education. In 1971 it was estimated that approximately 60 percent of the students at the higher education level were receiving financial assistance.

For its educational efforts, Tunisia has received and continues to receive assistance from a number of foreign countries, especially France. Soon after independence Tunisia entered into a cultural agreement with France to provide teachers for Tunisian schools. French educational assistance

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[6] Or about $150 million. As of February 1974, .42 dinars equaled $1.

[7] The total education budget is divided into a management budget and an equipment budget. The percentages are given in terms of the national management budget and the national equipment budget instead of a percentage of an overall state budget. See Ministry of National Education. *Report on the Educational Activities in Tunisia: 1971-1973.* September 1973.

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has played a major role in the development of education in independent Tunisia, and today there are still a large number of French nationals supplementing Tunisian personnel as teachers and in other educational roles.

The United States has also aided Tunisian educational efforts. For example, the U.S. Agency for International Development (AID) has supported various projects in past years. It has given financial and technical assistance to agricultural education and has helped with school construction, school meals for children, and training Tunisians in U.S. educational institutions (principally in the fields of agriculture, business administration, economics, education, engineering, and science). In addition, AID has assisted in establishing a model secondary agricultural school, the Chott Maria (Chott Meryem) Agricultural School. At the University of Tunis, AID built the physical facilities for the Faculty of Law, Economics, and Political Science, supplied technical assistance to the economic sciences department of that faculty, assisted in equipping the laboratories in the Faculty of Mathematical, Natural, and Physical Sciences, and helped to establish the Higher Institute of Management to prepare graduates for Tunisian management positions. Further U.S. support is seen in Bourguiba Institute, which was originally founded with United States assistance as an English-language training school and now offers programs in a number of foreign languages (see Higher Education). Also, the Peace Corps volunteers continue to play a role in teaching English, both at the Institute and in Tunisian secondary schools. The Ford Foundation maintains a staff in Tunis and, at present, is working in cooperation with the British Council on developing a set of materials to be used in teaching English.

A number of international organizations have also been active in Tunisian education. For example, UNESCO has assisted in equipping the Social Action Centers (see Administration); in developing educational television to supplement Tunisia's teaching staff; and in preparing an evaluative study of higher education. UNICEF has been active in family planning, child and family care programs, and social education for rural women; in operating pre-apprenticeship training centers for girls and boys in both urban and rural areas; and in revising the primary school curriculums to include more practical subjects (see Primary Education). Also, the International Labor Organization has helped to prepare instructors for the pre-apprenticeship training centers, and, in cooperation with the Tunisian Ministry of Labor, is studying the country's employment patterns and its manpower needs and availability. The findings of this study are expected to affect educational planning, particularly in vocational and technical fields.

PRIMARY EDUCATION

The 6-year primary cycle is compulsory for children aged 6 through 12, although a child may continue through age 15. During the academic year 1972–73, there were 883,734 children enrolled at the primary level.[8] This figure represents 70 to 75 percent of all Tunisian children between the ages of 6 and 14.

A majority of children receive no education beyond the primary level, and many who begin still do not complete this cycle.[9] For these children, the content of primary education becomes crucial, and therefore the Government is presently undertaking a project to augment the teaching of practical subjects within the primary school curriculum.

The curriculum includes Arabic, arithmetic, drawing, French, geography, physical education, religious and moral education, and singing; and is aimed at giving the child basic knowledge and training, developing his elementary skills and abilities, adapting him to his environment, and revealing his potentiality for further study.

Before 1967, students attended class for 15 hours per week in the first and second years (in Arabic) and 25 hours in the third through sixth years (in Arabic and French). Since then, the number of hours per week in each year has undergone several changes, with the result that as of October 1973 students attend 20 hours per week during the first year and 25 hours per week during the second through sixth years.[10]

[8] Ibid.

[9] A Ministry for Planning report indicates that, out of 1,000 pupils who begin the primary level, 127 will be admitted to the secondary level in 6 years (without repeating any year during the primary cycle), an additional 89 will be admitted in 7 years (repeating 1 year during the primary cycle), and 12 more, in 8 years (repeating 2 years during the primary cycle). Thus, of 1,000 pupils, only 228 will continue at the secondary level. Ministère du Plan. *Projet de Planification de l'Emploi. Situation des Effectifs Relevant du Ministère de l'Éducation Nationale Pour l'Année Scolaire 1971–1972.* Tunis, December 1972.

[10] In 1967, 5 additional hours (in French) were added to the sixth year, and since then the number of hours per week in each year has undergone several changes. According to the 1970–71 revision, school was in session 15 hours per week during the first year and 25 hours per week during the second through sixth years. Beginning in October 1973, the number of hours for the first year was increased from 15 to 20.

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Promotion is generally based on a student's work during the school year, and on the annual examination at the end of it. Those who successfully complete the primary cycle with an average of 10 or better are eligible to take the admittance examination for secondary school.

SECONDARY AND VOCATIONAL EDUCATION

Students continuing their education at the secondary level enter either the "long" secondary program (*l'enseignement secondaire long*), the vocational secondary program (*l'enseignement secondaire professionnel*), a teacher-training program (discussed under Teacher Education), or one of a number of specialized programs sponsored by other ministries. Basically, secondary education is geared to developing a student's capabilities, training middle-level personnel for technical and commercial fields, and serving as a basis for specialized higher level study.

Admission either to the "long" or to the vocational secondary program is based on a competitive entrance examination and is highly selective. Of those who took the examination in June 1972, only 30,977 (or about 27 percent) were admitted to the secondary level. Of these, 19,033 (or 61 percent) entered the "long" secondary program, and 11,944 (or 39 percent) the vocational program. During the academic year 1972–73, a total of 171,914 (122,214 boys and 49,700 girls) [11] were attending secondary schools.

According to government policy, of the students who pass the entrance examination, generally those of no more than 14 years of age may enter the "long" program, and those of 15 or 16 years (but not older) are directed into the vocational program.

Specialized secondary programs generally require entrance examinations also.

The "long" secondary program offers both a 7-year course that prepares students for higher level study and leads to the baccalaureate (*baccalauréat*) and a 6-year course that prepares middle-level workers and leads to a technical diploma (*brevet de technicien*) or a commercial diploma (*diplôme de fin d'études commerciales*). The vocational program is 4 years in length and leads to a vocational diploma (*diplôme professionnel*).

The "Long" Secondary Program

All students in the "long" secondary program complete a basic 3-year first cycle (*tronc commun*) before beginning one of a number of specializations. Students in the *tronc commun* attend class approximately 26 hours per week. The curriculum includes Arabic and French; civics, geography, history, mathematics, natural science, and religion; art, music, and physical education; home economics and technical orientation.

After completing the *tronc commun*, students may continue in a 4-year general program or a 3-year technical one. The former includes the following sections: letters, mathematics, science, economic sciences, and technical sciences. The curriculum of all sections except that of technical sciences includes Arabic, civics, French, a modern foreign language in addition to French (approximately 90 percent choose English), geography, history, mathematics, Muslim thought and civilization, philosophy, physical education, religion, and natural and physical sciences. Students in the economic sciences section also take a program of specialized economic studies that includes accounting, introductory business education, business economics, general economics, and applied mathematics. The curriculum of the technical sciences section does *not* include civics, geography, or history, but students do take specialized technical studies in mechanical design, practical shop work, technology of building, and technology of manufacture.

Promotion from year to year is based on class work and on examinations at the end of the academic year. At the end of the sixth year, students undergo a probationary examination, and at the end of the seventh year, the baccalaureate examination. Those who pass this examination receive the baccalaureate admitting them to study at the higher level.

The 3-year technical program following the *tronc commun* is divided into two sections: (1) A commercial section that offers specialization in administration and management, and (2) an industrial section that is divided after the first year into electromechanical and civil engineering options. Students in the commercial section complete a program that includes Arabic, French, mathematics, modern foreign language, religion, and physical education along with the specialized courses in their particular field; those in the industrial section take Arabic, French, mathematics, religion, and physical education in addition to their selected specialized program.

Classes are held approximately 31 hours per week. Those who complete the commercial section

[11] Ministry of National Education, op. cit.

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receive a commercial diploma (*diplôme de fin d'études commerciales*), and those who complete the industrial section, a technical diploma (*brevet de technicien*). In exceptional cases a student who has received the commercial or technical diploma may enter the final year of one of the 7-year secondary programs and complete studies for the baccalaureate.

The Vocational Secondary Program

The secondary vocational program (*l'enseignement secondaire professionnel*) has gone through several reorganizations since its creation in 1967, when it was established as a 4-year program that a student entered immediately after completing the primary cycle. In 1968 the secondary vocational program was reduced from a 4-year to a 2-year program entered after the *tronc commun*. In 1970, the original 4-year structure immediately following primary education was reestablished.

The goal of the secondary vocational program is to train workers so that they can be immediately utilized by the industrial sector. More emphasis is now given to apprenticeship and practical work than had been given in the intermediate schools (*collèges moyens*), which the secondary vocational schools replaced. The program was originally divided into an industrial and a commercial section, but the latter, which offered secretarial training to girls, is being eliminated. The industrial section offers specialization in the following skills:

- Automechanics
- Bookbinding
- Cabinetmaking
- Carpentry
- Dressmaking
- Electrical work
- Graphic arts and offset work
- General mechanics
- Hairdressing
- Leatherwork and shoemaking
- Masonry and concrete work
- Metalwork
- Plumbing
- Tailoring and weaving

In addition to their specialized skill training all students take Arabic and French; civics, geography, history, mathematics, and religion; and physical education. Students who complete this program receive a vocational diploma (*diplôme professionnel*), and exceptional ones may be permitted to complete the final cycle in either the commercial or industrial 6-year "long" secondary program.

Other Vocational Programs

Agricultural education, now administered under the Ministry of Agriculture, is offered at special training centers as well as at the secondary and higher levels. Students who have completed primary education may enroll in one of a variety of programs at an agricultural vocational training center (*centre de formation professionelle agricole*). Secondary level agricultural schools (*lycées secondaires agricoles*) are open to students who have completed the first cycle of secondary education (the *tronc commun*), have good marks in mathematics and science, and have an overall grade average of 12 or above. Under the terms of a 1972 law, these schools offer both a 3-year technically oriented program leading to a diploma (*certificat de fin d'études techniques agricoles*) and a 4-year scientifically oriented program leading to a baccalaureate in agriculture. This latter program is designed to prepare students for higher level studies in the National Institute of Agronomy. Holders of the baccalaureate in agriculture may, on the basis of a competitive entrance examination, be admitted to one of a number of specialized institutes for a 2-year program leading to a diploma (*diplôme de technicien agricole*). Presently there are seven agricultural *lycées*, located in Bou Cherik, Chott Meryem, Gammouda, Le Kef, Mateur, Soukra, and Thibar.

Education in nursing, midwifery, laboratory technology, and related professions is offered at the secondary level in professional schools of public health (*écoles professionelles de la santé publique*), which are sponsored by the Ministry of Public Health. Students are admitted to specialized training programs on the basis of an entrance examination or level of previous education. Completion of these programs leads to either a diploma or a certificate.

The National School of Social Service (*Ecole Nationale de Service Social*), administered by the Ministry of Youth, Sports, and Social Affairs, provides secondary-level training for social service personnel and auxiliary social personnel in programs leading to a diploma or a certificate, respectively.

Pre-apprenticeship training centers, operated by the Ministry for Youth, Sports, and Social Affairs, enroll primary school leavers between the ages of 14 and 18 for practical instruction in manual skills. In addition to training in specific skills, students are also given courses in Arabic, French, civics, mathematics, and physical education.

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TEACHER EDUCATION

Primary Teachers

Primary teachers are trained in secondary-level normal schools. The required entrance examination may be taken by students 17 years of age or less who have completed the first cycle of secondary education or by those who have completed the fifth or sixth year of the secondary program. The 4-year teacher-training program includes general education as well as educational psychology and pedagogy. Those who complete the program receive a normal school diploma (*diplôme de fin d'études normales*). Prospective primary school teachers then undergo a probationary period of 1 year, which combines theoretical and practical experience and leads to a *diplôme de fin de stage*. During this year they follow a program that includes approximately 15 hours of practical teaching and 15 hours of pedagogical study per week.

Now that Tunisia is producing teachers in sufficient quantity to staff the primary level, the emphasis has shifted to quality. Special inservice training programs are being offered to poorly prepared or underqualified teachers. For the academic year 1973–74, the number of secondary normal schools was reduced from 19 to 14 so that special attention might be given to the quality of instruction offered at these institutions.

Secondary Teachers

Teachers for the first and second cycles of the secondary level have been prepared by the *Ecole Nationale des Professeurs Adjoints* and the *Ecole Normale Supérieure*, respectively, both part of the University of Tunis. However, recent information indicates that the former school has now been closed.

The *Ecole Nationale des Professeurs Adjoints* was established in 1962 to provide preparation in general, technical, practical, and pedagogical studies to future teachers for the first secondary cycle and the *collèges moyens* (since replaced by the secondary vocational schools). Applicants were considered for admission if they had completed the preparatory *lycée* [12] or held the baccalaureate, the secondary technical or commercial diploma, or a normal school diploma. Students followed a 2-year program leading to the *certificat d'aptitude au professeur adjoint* (C.A.P.A.). The curriculum for the first year included general study in the discipline that the students expected to teach, along with theoretical psychopedagogical studies; the curriculum for the second year consisted of more intensive study in the specific discipline and practical pedagogical and psychopedagogical studies.

The *Ecole Normale Supérieure* is open to holders of the baccalaureate and the secondary normal school diploma who are between the ages of 17 and 21. Under legislation in 1972, the school's program was reorganized on the basis of three cycles. The first and second cycles are made up of 2 years each. Students who have received the *certificat d'aptitude au professeur adjoint* or have completed the first year of study at the University of Tunis in either the Faculty of Letters and Human Sciences or the Faculty of Mathematical, Physical, and Natural Sciences may be considered for admission to the second year of the first cycle. The second cycle admits those who have completed the first cycle as well as holders of the *diplôme universitaire d'études scientifiques* or the *diplôme universitaire d'études littéraires*. Those who complete the 4-year program receive a diploma considered equivalent to the *maîtrise*. Holders of this diploma are required to undergo a year of probation before they are given the title of teacher of secondary education (*Professeur de l'Enseignement Secondaire*). Present plans call for establishing a 1-year third cycle of higher studies leading to the *diplôme d'études approfondies*.

Students in the *Ecole Normale Supérieure* generally carry a heavier course load than those preparing elsewhere for a *license* or *maîtrise*. In the first cycle they take courses in the appropriate faculty of the University of Tunis while following a program of education and pedagogy at the *Ecole Normale Supérieure*. Under the 1972 reorganization, students in the second cycle will take all courses at the *Ecole Normale Supérieure;* and it is planned that eventually all courses in both cycles will be offered there.

In addition to preparing new teachers, the *Ecole Normale Supérieure* is also charged with upgrading the qualifications of those teachers already in the classrooms.

A new school, the *Ecole Normale Supérieure de l'Enseignement Technique* (ENSET) has recently been established to prepare teachers for technical

[12] A preparatory *lycée* to the *Ecole Nationale des Professeurs Adjoints* had also been established in 1962 for students at the upper secondary level who passed the required entrance examination. Its purpose was to prepare students for higher level studies in a specific discipline and in pedagogy. This *lycée* was closed after the academic year 1971–72.

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subjects. It offers a 4-year program of two 2-year cycles.

In order to encourage students to prepare for teaching careers, the scholarship amounts offered to those in the *Ecole Normale Supérieure* (and, presumably, in the newly established *Ecole Normale Supérieure de l'Enseignement Technique*) are higher than for those in the university faculties. However, students who receive these scholarships are required to teach for 10 years after completing their education.

HIGHER EDUCATION

Higher education is provided at the University of Tunis, with its faculties and attached schools and institutes, and at a few specialized institutions.

In 1960 the University of Tunis was created by consolidating the existing institutions offering higher education. From an original enrollment of 2,780 in 1960–61, the student body grew to 10,646 in 1972–73.[13] Of these, 2,506 are women. The University is an autonomous body headed by a rector and governed by a university council.

In Law 69–3 of 1969, the organization of the University was redefined and its aims were restated. The latter includes organization and dissemination of education; organization, coordination, and promotion of research; safeguarding and promotion of the national culture; and establishment and coordination of international relations concerning education and research. To carry out its work in the field of research, the university has a number of attached specialized centers and institutes, including the *Institut de Physique Atomique*, *Centre de Recherches sur les Problèmes de la Zone Aride*, and *Centre d'Etudes et de Recherches Economiques et Sociales*.

Faculties

The University includes the following faculties and their departments of study:

Letters and Human Sciences
- Arabic Language and Literature
- English Language and Literature
- French Language and Literature
- Geography
- History
- Philosophy
- Science of Education
- Sociology

Mathematical, Physical, and Natural Sciences
- Mathematics
- Natural Sciences
- Physical Sciences

Law, Economics, and Political Science
- Arabic Law
- Economic Sciences
- Law

Theology

Medicine and Pharmacy

Students are admitted to one of the faculties on the basis of the baccalaureate in a program appropriate to the discipline they wish to follow. Instruction is both theoretical and practical, and promotion from year to year is based on the successful completion of the required work during the year and on passing the final examination.

Students who fail the examination in June are usually permitted to retake it in October. Those who fail it a second time generally repeat the entire year. The Ministry of Education limits the number of times a student may repeat.

Before 1970, students in the four Faculties of (1) Letters and Human Sciences, (2) Mathematical, Physical, and Natural Sciences, (3) Law, Economics, and Political Science, and (4) Theology were required to take a specified number of interrelated courses in a specific subject area each year, receiving a certificate (*certificat d'études supérieures*) upon successful completion of each year's work. The Faculty of Letters and Human Sciences offered a *licence*, generally requiring 3 years of study, in the following specializations: Arabic language and literature, English language and literature, French language and literature, geography, history, philosophy, psychology, psychopedagogy, and sociology. The Faculty of Mathematical, Physical, and Natural Sciences offered a 4-year *licence* in mathematics, physical sciences (specialization in physics or chemistry), and natural science (specialization in biology, earth science, or physiological chemistry).

Faculty of Letters and Human Sciences.—In 1971, the Faculty of Letters and Human Sciences was reorganized into two 2-year cycles. Completion of the first cycle now leads to a *diplôme universitaire d'études littéraires* (D.U.E.L.) in one of the following: Arabic language and literature, English language and literature, French language and literature, history, geography, philosophy, sociology, or the science of education. Students completing the second cycle receive the *maîtrise ès lettres* in one of the above-mentioned disciplines. During the first year of the second cycle, students prepare for a basic certificate in one of the areas of their chosen discipline and a complementary certificate in a related field. During the final year they prepare for a higher certificate in their specific discipline. Those who complete a fifth year of research receive a *maîtrise*

[13] Ministry of National Education, op. cit.

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ès lettres de recherche upon presentation of a thesis.

Present planning calls for establishing a doctoral program in the Faculty of Letters and Human Sciences beginning in 1974. Students preparing their doctoral degrees will be required to complete 2 years of course work and a third year of both research and dissertation preparation.

Faculty of Mathematical, Physical, and Natural Sciences.—In 1970 the Faculty of Mathematical, Physical, and Natural Sciences was reorganized into three cycles. During the first 2-year cycle students follow a program in either mathematics and physics, physics and chemistry, or natural science, leading to a *diplôme universitaire d'études scientifiques* (D.U.E.S.). Those who receive this diploma may continue in the second 2-year cycle, which leads to a *maîtrise ès sciences* in chemistry, mathematics, natural science, or physics. Students holding a *licence* (old) or a *maîtrise* in science or a diploma in engineering may be admitted to the third cycle to complete a 1- to 2-year program in theoretical and practical work, including a research paper. This third cycle leads to the diploma of advance studies (*diplôme d'études approfondies*). The *doctorat de troisième cycle* may then be earned after approximately 1 to 2 years of additional research and preparation of dissertation.

Faculty of Law, Economics, and Political Science.—A 4-year program leading to a *licence* in law (French or Arabic Section) or a *licence* in economic sciences is offered in the Faculty of Law Economics, and Political Sciences. The *Ecole Supérieure de Droit*, formerly a separate institute, is now the Arabic law section of this faculty. The program is organized around two 2-year cycles, the first providing a basic foundation in law, and the second, more specialized study in a particular area. Students who have received the *licence* may continue for an additional year of study leading to a higher diploma (*diplôme d'études supérieures*) in either law or economic sciences. The faculty also offers a 2-year program leading to a *capacité en sciences économiques* or a *capacité en droit*.

Faculty of Theology.—Formerly the Zitouna mosque-university, the Faculty of Theology offers a 4-year program leading to the *licence* in theology and in religious science. This program is based on 2 years of general Islamic studies and 2 years of specialized study. In addition a 3-year program is offered leading to a *diplôme Zeitounian de prédication et d'orientation religieuse.*

Faculty of Medicine and Pharmacy.—The Ministry of National Education and the Ministry of Public Health jointly sponsor the Faculty of Medicine and Pharmacy. Applicants to this faculty must have received their baccalaureates in science. The degree in medicine, *doctorat d'état*, requires 7 years—1 year of preparatory work (*année préparatoire*) in science subjects, 4 years of study in the Faculty of Medicine, and 2 years of practical work during which students prepare a thesis. Those who wish to prepare for degrees in either dentistry or pharmacy complete the *année préparatoire* in the University of Tunis and then go abroad, usually to France, to complete their studies.

Specialized Schools and Institutes

In addition to the university faculties, there are a number of specialized schools and institutes, most of which are attached to the university. These are in addition to the previously mentioned specialized research centers and institutes and include the following:

Ecole Nationale d'Administration
(National School of Administration)

Ecole Nationale d'Ingénieures de Tunis
(National School of Engineering of Tunis)

Institut Bourguiba des Langues Vivantes
(Bourguiba Institute of Modern Languages)

Institut des Hautes Etudes Commerciales
(Institute of Higher Commercial Studies)

Institut National Agronomique de Tunis
(National Institute of Agronomy of Tunis)

Institut de Presse
(Institute of Journalism)

Institut Supérieure du Gestion des Enterprises
(Higher Institute of Management)

Institut Technologique d'Art, d'Architecture et d'Urbanisme
(Technological Institute of Art, Architecture, and Urbanization)

These institutions admit students on the basis of competitive entrance examinations or previous education and offer programs of specialized study. As in the various faculties, instruction here is both theoretical and practical, and students are promoted on the basis of completing the year's work and passing the required examinations.

Ecole Nationale d'Administration.—Under the jurisdiction of the Office of the President of the Republic, the *Ecole Nationale d'Administration*

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(National School of Administration) prepares administrative personnel for various levels. The school has been the subject of several decrees reorganizing its programs of study and now includes three cycles of education and a center for research and administrative studies. The elementary cycle (*cycle élémentaire*) is made up of three levels, each of which requires an entrance examination. The first level admits to a 2-year program students who have completed 3 years of secondary education. The second level offers a program, also 2 years in length, to those who have completed the first level or 5 years of secondary education. The third level offers a further 2 years of education to holders of the baccalaureate and to those who have completed the second level. Students who have completed 2 years of study in the Faculty of Law, Economics, and Political Science, or those who have completed the elementary cycle, may be admitted to the 2-year program of the middle cycle (*cycle moyen*). The program of the higher cycle (*cycle supérieure*) is 3 years in length, including both theoretical study and practical work, and admits holders of the *licence* in law or economics, or those who have completed the middle cycle.

Ecole National d'Ingénieurs de Tunis.—Students with the baccalaureate in mathematics may be admitted to the *Ecole National d'Ingénieurs de Tunis* (National School of Engineering of Tunis) and enter programs that prepare them either for higher level study in France or for careers as engineers in Tunisia. Those intending to enter one of the higher level schools (*grandes écoles*) in France follow a 2-year program specializing in either mathematics or physics and chemistry. This program prepares them for the entrance examination into the higher level schools and forms the base for further study. The students preparing to become engineers enter a 5-year program leading to a diploma. The 2-year first cycle emphasizes either mathematics or physics; the 3-year second cycle offers specialization in civil engineering, chemical and industrial engineering, mechanical and electrical engineering, or mining.

Practical preparation is offered in a 3-year program open to holders of the baccalaureate or the technical diploma (*brevet de technicien*). Applicants holding the latter diploma are required to complete a 1-year preparatory program three-quarters of which consists of general education and science and the other quarter of technical subjects. These applicants are then admitted to the 3-year program on the basis of an entrance examination. Also, a 1-year program in cartography, civil engineering, and topography is open to holders of the technical diploma (*brevet de technicien*).

Institut Bourguiba des Langues Vivantes.—Organized in 1964 as part of the University of Tunis, the *Institut Bourguiba des Langues Vivantes* (Bourguiba Institute of Modern Languages) now has centers in Bizerte, Gabes, Kasserine, Nabeul, Sfax, and Sousse. It is open to anyone wishing to learn or to improve his or her skill in a foreign language and offers classical and Tunisian Arabic, English, French, German, Italian, Russian, and Spanish. There are evening programs as well as intensive, semi-intensive, and special summer daytime programs. Certificates are awarded to those who achieve a specified level of proficiency. Those who complete a 4-year evening program and pass the prescribed written and oral examinations receive a diploma.

Institut des Hautes Etudes Commerciales.—In 1968 the *Institut des Hautes Etudes Commerciales* (Institute of Higher Commercial Studies) was created within the University of Tunis. Baccalaureate holders are admitted to a 4-year program leading to a diploma of higher commercial studies (*diplôme des hautes études commerciales*).

Institut National Agronomique de Tunis.—From 1967 to 1970 the *Institut National Agronomique de Tunis* (National Institute of Agronomy) was the Faculty of Agronomy of the University of Tunis but is now a separate institution under the sponsorship of the Ministry of Agriculture. It offers a 4-year program leading to the diploma of agricultural engineering (*diplôme d'ingénieur agricole*), with an additional 2 years required for an engineering diploma in agronomy (*diplôme d'ingénieur agronome*). Holders of the baccalaureate in mathematics or science, or of the baccalaureate from an agricultural secondary school, may be considered for admission to the first cycle. A student who has completed the 3-year agricultural secondary program at the head of his class and who holds the *certificat de fin d'études techniques agricoles* may also be admitted. Admission to the second cycle is open, on the basis of an entrance examination, to holders of the *diplôme d'ingénieur d'agricole*. The program of studies at both levels includes biology, chemistry, economics, mathematics, physics, and other studies related to rural life and development.

Institut de Presse.—Students in the *Institut de Presse* (Institute of Journalism), established during the academic year 1967–68, complete a 4-year program in journalism while taking general studies for a degree in one of the university faculties.

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Institut Supérieure du Gestion des Enterprises.—Also a part of the University of Tunis, the *Institut Supérieure du Gestion des Enterprises* (Higher Institute of Management) was established with the assistance of the U.S. Agency for International Development to prepare business executives for management positions in business and administration. It offers a 2-year graduate program leading to a diploma in higher business studies (*diplôme d'études supérieures en gestion*) that is open to holders of either the *licence* in economic science, the *maîtrise* in science, the diploma from the Institute of Higher Commercial Studies, the diploma from the National School of Engineering, or the diploma in engineering from the National Institute of Agronomy. Students follow a program of management and management-related courses and English.

To meet the need for middle-level managers, a 2-year program was organized in 1971. Admission is based on the entrance examination and the baccalaureate or a diploma judged to be equivalent. The program of both practical and theoretical studies is geared to meet the needs of business and industry for personnel to be immediately utilized. In addition, the institute supports a Center for Studies and Research in Management and a specialized library; and organizes short-term seminars in executive development.

Institut Technologique d'Art, d'Architecture et d'Urbanisme.—Both the *Ecole des Beaux Arts* and the *Ecole d'Architecture et d'Urbanisme* are included in the *Institut Technologique d'Art, d'Architecture et d'Urbanisme* (Technological Institute of Art, Architecture, and Urbanization).

The *Ecole des Beaux Arts* (School of Fine Arts) is made up of both a preparatory cycle and sections in academic arts, arts and industries, and culture and communication. The 3-year preparatory cycle is open to students who have reached the level of the fifth year of secondary education. Those who complete this cycle receive a certificate (*certificat de fin d'études du cycle préparatoire*) and may continue in one of the sections mentioned above. Holders of the baccalaureate may also be considered for admission to one of these sections. The culture and communication section prepares art teachers for secondary schools and offers a program of two 2-year cycles leading to a diploma (*diplôme supérieure de l'Ecole des Beaux Arts*). Both the arts and industries and the academic arts sections offer 3-year programs in a number of specializations.

Students are admitted to the *Ecole d'Architecture et d'Urbanisme* (School of Architecture and Urbanization) on the basis of a baccalaureate. The school offers a 7-year program in architecture, divided into a first and second cycle of 2 years each and a third cycle of 3 years. Certificates are awarded upon completion of the first two cycles, and a diploma (*diplôme d'architecture*) upon completion of the third. A fourth cycle of 2 years with specialization in urbanization is being planned.

CURRENT PLANS

Tunisia's leaders recognize that, if education is to begin to meet the goals they had originally set for it, a continuing effort must be made to strengthen the educational system and to make it responsive to the changing scene within the country. It is with this in mind that education is, at present, undergoing a thorough and comprehensive review to make it a more effective agent of modernization while preserving the country's cultural heritage. Present planning calls for an increased emphasis on the Arabic language at the primary level, earlier introduction of a second foreign language at the secondary level, and greater emphasis on science and technological subjects. Furthermore, all sections of the "long" secondary program will offer 7-year programs and will lead to a baccalaureate. At the higher level, the role of research as a function of the university will receive added importance.

SELECTED GLOSSARY

French	*English*
Année préparatoire	One year of university preparatory work in science subjects that potential medical, dental, and pharmacy students must complete before beginning specialized study.
Baccalauréat	Diploma awarded upon completion of the 7-year "long" secondary program. It is generally required for entrance into the University.
Brevet d'enseignement industriel	Diploma awarded, under the education structure as it existed from 1958 to 1967, in the industrial secondary program upon completion of the fifth year of a 6-year program. (The *brevet de technicien* was awarded upon completion of the sixth year.)

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Brevet de technicien ..... Diploma awarded upon completion of the 6-year secondary industrial program.

Capacité en droit ..... Diploma awarded upon completion of a 2-year program in law in the Faculty of Law, Economics, and Political Science.

Capacité en sciences économiques ..... Diploma awarded upon completion of a 2-year program in economic science in the Faculty of Law, Economics, and Political Science.

Centre de Formation Professionnelle Agricole .... Center offering vocational agricultural training to primary school graduates.

Certificat d'aptitude au professeur adjoint (C.A.P.A.) ..... Diploma awarded upon completion of the 2-year teacher-training program of the *Ecole Nationale des Professeurs Adjoints.*

Certificat de fin d'études du cycle préparatoire ..... Diploma awarded upon completion of the secondary-level preparatory cycle of the *École des Beaux Arts.*

Certificat de fin d'études techniques agricoles .... Technical diploma awarded upon completion of the 3-year upper secondary program at an agricultural *lycée.*

Collège moyen ..... Institution that offered a 3-year terminal program in general education and practical instruction to students who had completed the primary cycle. The program included general, industrial, and commercial sections. It was replaced by *l'enseignement secondaire professionnel* under the 1967 revision of the educational structure.

Collège moyen d'agriculture ..... Former middle-level agriculture school. It provided 3 years of education to students who had completed the primary level.

Collège secondaire d'agriculture ..... Former upper secondary agriculture school that provided 3 years of education.

Cycle élémentaire ..... Elementary or first cycle programs of the *Ecole Nationale d'Administration.* It offers three 2-year levels open, respectively, to those who have completed 3 years of secondary education, 5 years of secondary education, and holders of the baccalaureate.

Cycle moyen ..... Middle cycle program of the *Ecole Nationale d'Administration.* It offers a 2-year program to those who have completed the *cycle élémentaire* or the first 2 years in the Faculty of Law, Economics, and Political Science.

Cycle supérieure ..... Higher cycle program of the *Ecole Nationale d'Administration.* It offers a 3-year program to those who have completed the *cycle moyen* and to holders of the *licence* from the Faculty of Law, Economics, and Political Sciences.

Diplôme d'architecture .... Diploma awarded upon completion of the 7-year program in architecture of the *École d'Architecture et d'Urbanisme.* is open to holders of the *baccalauréat.*

Diplôme d'études approfondies ..... Diploma of advanced studies awarded by the Faculty of Mathematical, Physical, and Natural Sciences upon completion of a specific program of theoretical study and practical work open to holders of the *maitrise.*

Diplôme d'études supérieures ..... Diploma awarded upon completion of an additional year of higher study open to holders of the *licence* in the Faculty of Law, Economics, and Political Science.

Diplôme d'études supérieures en gestion ..... Diploma awarded upon completion of the 2-year graduate program in business and management offered by the *Institut Supérieure du Gestion des Enterprises.*

Diplôme d'ingénieur agricole ..... Diploma awarded upon completion of the 4-year undergraduate program of the *Institut National Agronomique de Tunis.*

Diplôme d'ingénieur agronome ..... Diploma awarded upon completion of the 2-year program open to holders of the *diplôme d'ingénieur agricole.*

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Diplôme de fin d'études commerciales ..... Diploma awarded upon completion of the 6-year secondary commercial program.

Diplôme de fin d'études normales ..... Diploma awarded upon completion of the 4-year program at an upper secondary normal school.

Diplôme de fin de stage .. Diploma awarded upon completion of the probationary year of study and practical experience that holders of the *diplôme de fin d'études normales* undergo.

Diplôme de technicien agricole ..... Diploma awarded upon completion of a 2-year program at a specialized postsecondary agricultural institute.

Diplôme des hautes études commerciales .. Diploma awarded upon completion of the 4-year undergraduate program of the *Institut des Hautes Etudes Commerciales.*

Diplôme professionnel .... Diploma awarded upon completion of the 4-year secondary vocational program.

Diplôme supérieure de l'Ecole des Beaux Arts .. Diploma awarded upon completion of the 4-year program in the culture and communication section of the *Ecole des Beaux Arts,* open to holders of *certificats de fin d'études du cycle préparatoire* or of the *baccalauréat.*

Diplôme universitaires d'études littéraires (D.U.E.L.) ..... Diploma awarded upon completion of the first undergraduate 2-year cycle in the Faculty of Letters and Human Sciences.

Diplôme universitaire d'études scientifiques (D.U.E.S.) ..... Diploma awarded upon completion of the first undergraduate 2-year cycle in the Faculty of Mathematical, Physical, and Natural Sciences.

Diplôme Zeitounian de prédication et d'orientation religieuse ..... Diploma awarded upon completion of a 3-year undergraduate program in the Faculty of Theology.

Doctorat d'état ..... Degree in medicine awarded upon completion of a 7-year program that includes one preparatory year *(année préparatoire),* 4 years of medical studies, and 2 years of practical work.

Doctorat de troisième cycle ..... Degree awarded by the Faculty of Mathematical, Physical, and Natural Sciences. Students holding the *diplôme d'études approfondies* are required to do approximately 1 or 2 years of research and prepare a dissertation.

Ecoles professionelles de la santé publique ..... Secondary schools sponsored by the Ministry of Public Health and open for specialized training in various public health fields.

l'Enseignement secondaire long ..... Full secondary program. It includes a 3-year first cycle *(tronc commun)* and a second cycle of either 3 years, leading to a technical or commercial diploma; or of 4 years, leading to the *baccalauréat.*

l'Enseignement secondaire professional ..... Four-year vocational secondary program open to students who have completed the primary level. It includes some general education along with training in specific skills and has greater emphasis on practical work than had the program in the *collège moyen.*

Grandes écoles ..... Prestigious French institutions of higher education traditionally aimed at preparing high-level professional personnel and administrators.

Licence ..... Degree awarded upon completion of 4 years of study in the Faculties of Law, Economics, and Political Science and Theology; before their reorganizations in 1970 and 1971, respectively, the Faculty of Mathematics, Physical, and Natural Sciences awarded the *licence* after 4 years of study and the Faculty of Letters and Human Sciences, after 3 years of study.

Lycées secondaires agricoles ..... Upper secondary agricultural schools offering 3 and 4 year programs leading to a technical diploma (*certificat de fin d'études techniques agricoles)* and a *baccalauréat,* respectively.

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Maitrise ..... Degree awarded by the Faculties of Letters and Human Sciences, and Mathematical, Physical, and Natural Sciences upon completion of 4 years of undergraduate study (two 2-year cycles).

Maitrise ès lettres de recherche ..... Degree awarded upon completion of a fifth year of research and presentation of a thesis in the Faculty of Letters and Human Sciences.

Tronc commun ..... Three-year first cycle of secondary education.

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